

Michigan Association of School Psychologists
Testimony Before the House Appropriations Committee
April 25, 2018

The Michigan Association of School Psychologists (MASP) represents school psychologists – a specialized degree within the psychology profession – at the state and local level through professional development, advocacy, governance, and publications. Attached is a document covering the types of services that a School Psychologist provides. The specialized training that a School Psychologist receives, which is in addition to the coursework and internships required of a clinical psychologist, includes such areas as: crisis prevention, preparedness, response, and recovery; family-school-community collaboration; prevention and intervention services for students; and academic/learning interventions.

MASP is excited to engage in discussions centered around student safety and violence prevention, and we believe the six bills before committee today provide a solid foundation. In fact, School Psychologists create and implement evidence-based safety and violence-prevention practices and have done so for a number of years. MASP professionals already have access to and use best- and evidence-based practices. These best practices come from our unique training, our professional associations, and even the US Department of Education, the FBI, and the US Secret Service. The issue isn't that schools lack the knowledge or understanding in how to deal with threats, threatening behavior, and students with behavioral disorders or even occasional behavioral issues; it's a question of available personnel *in schools*. Anybody who has worked in a school can tell you each building has its own culture, rituals and even personality. To send professionals into a school building without extensive training in how to work within this environment will cause more work, not less. There will be significant redundancy in service.

We believe this package of legislation, however, is missing a critical component: funding for School Mental Health Professionals. MASP is a part of a coalition that includes law enforcement, school management, and *school-based* mental health professionals. As you all know, the coalition has recommended an aggressive grant program to put school mental health professionals and school resource officers into schools right away. Funding history for schools shows that school mental health professionals are under-invested. Putting Counselors, Social Workers, and Psychologists in schools today, at levels wherein they can work on general population students *as well as* Special Education students, will start to make an immediate difference in at-risk students' lives and the overall safety of our public schools, as much as putting School Resource Officers as part of a school safety team approach. We believe that the Commission outlined in HB 4828 is a critical component for sharing information and creating public policy recommendation to this and future legislatures, but we also believe that two concepts can happen at once: a good commission with the right people on it, and deployment of school-based mental health professionals in schools right away. The time to act is now. We look forward to working with the six bill sponsors and the Appropriations Committee on proactive legislation to help make our schools safer.



Who Are _____ **SCHOOL PSYCHOLOGISTS?**

Helping Children Thrive • In School • At Home • In Life

WHAT DO SCHOOL PSYCHOLOGISTS DO?

School psychologists provide direct support and interventions to students; consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies; work with school administrators to improve school-wide practices and policies; and collaborate with community providers to coordinate needed services.

School psychologists help schools successfully:

Improve Academic Achievement

- Promote student motivation and engagement
- Conduct psychological and academic assessments
- Individualize instruction and interventions
- Manage student and classroom behavior
- Monitor student progress
- Collect and interpret student and classroom data
- Reduce inappropriate referrals to special education.

Promote Positive Behavior and Mental Health

- Improve students communication and social skills
- Assess student emotional and behavioral needs
- Provide individual and group counseling
- Promote problem solving, anger management, and conflict resolution
- Reinforce positive coping skills and resilience
- Promote positive peer relationships and social problem solving
- Make referrals to and coordinate services with community-based providers

Support Diverse Learners

- Assess diverse learning needs
- Provide culturally responsive services to students and families from diverse backgrounds
- Plan appropriate Individualized Education Programs for students with disabilities
- Modify and adapt curricula and instruction
- Adjust classroom facilities and routines to improve student engagement and learning
- Monitor and effectively communicate with parents about student progress

Create Safe, Positive School Climates

- Prevent bullying and other forms of violence
- Support social-emotional learning
- Assess school climate and improve school connectedness
- Implement and promote positive discipline and restorative justice
- Implement school-wide positive behavioral supports
- Identify at-risk students and school vulnerabilities
- Provide crisis prevention and intervention services

Strengthen Family-School Partnerships

- Help families understand their children's learning and mental health needs
- Assist in navigating special education processes
- Connect families with community service providers when necessary
- Help effectively engage families with teachers and other school staff
- Enhance staff understanding of and responsiveness to diverse cultures and backgrounds
- Help students transition between school and community learning environments, such as residential treatment or juvenile justice programs

Improve School-Wide Assessment and Accountability

- Monitor individual student progress in academics and behavior
- Generate and interpret useful student and school outcome data
- Collect and analyze data on risk and protective factors related to student outcomes
- Plan services at the district, building, classroom, and individual levels

SCHOOL PSYCHOLOGISTS HELP STUDENTS THRIVE

School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.



WHAT TRAINING DO SCHOOL PSYCHOLOGISTS RECEIVE?

School psychologists receive specialized advanced graduate preparation that includes coursework and practical experiences relevant to both psychology and education. School psychologists typically complete either a specialist-level degree program (at least 60 graduate semester hours) or a doctoral degree (at least 90 graduate semester hours), both of which include a year-long 1,200-hour supervised internship. Graduate preparation develops knowledge and skills in:

- Data collection and analysis
- Assessment
- Progress monitoring
- School-wide practices to promote learning
- Resilience and risk factors
- Consultation and collaboration
- Academic/learning interventions
- Mental health interventions
- Behavioral interventions
- Instructional support
- Prevention and intervention services
- Special education services
- Crisis preparedness, response, and recovery
- Family-school-community collaboration
- Diversity in development and learning
- Research and program evaluation
- Professional ethics, school law, and systems

School psychologists must be credentialed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB). The National Association of School Psychologists (NASP) sets standards for graduate preparation, credentialing, professional practice, and ethics. The NASP Practice Model (2010) outlines the comprehensive services that school psychologists are encouraged to provide and can be accessed at www.nasponline.org/practicemodel.

WHERE DO SCHOOL PSYCHOLOGISTS WORK?

The vast majority of school psychologists work in K–12 public schools. They also provide services in a variety of other settings, including:

- Private schools
- Preschools
- School district administration offices
- Universities
- School-based health and mental health centers
- Community-based day treatment or residential clinics and hospitals
- Juvenile justice programs
- Independent private practice

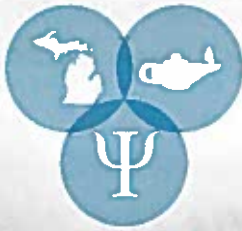
WHY DO CHILDREN AND YOUTH NEED SCHOOL PSYCHOLOGISTS?

All children and youth can face problems from time to time related to learning, social relationships, making difficult decisions, or managing emotions such as depression, anxiety, worry, or isolation. School psychologists help students, families, educators, and members of the community understand and resolve both long-term, chronic problems and short-term issues that students may face. They understand how these issues affect learning, behavior, well-being, and school engagement. School psychologists are highly skilled and ready resources in the effort to ensure that all children and youth thrive in school, at home, and in life.

HOW DO I CONTACT A SCHOOL PSYCHOLOGIST?

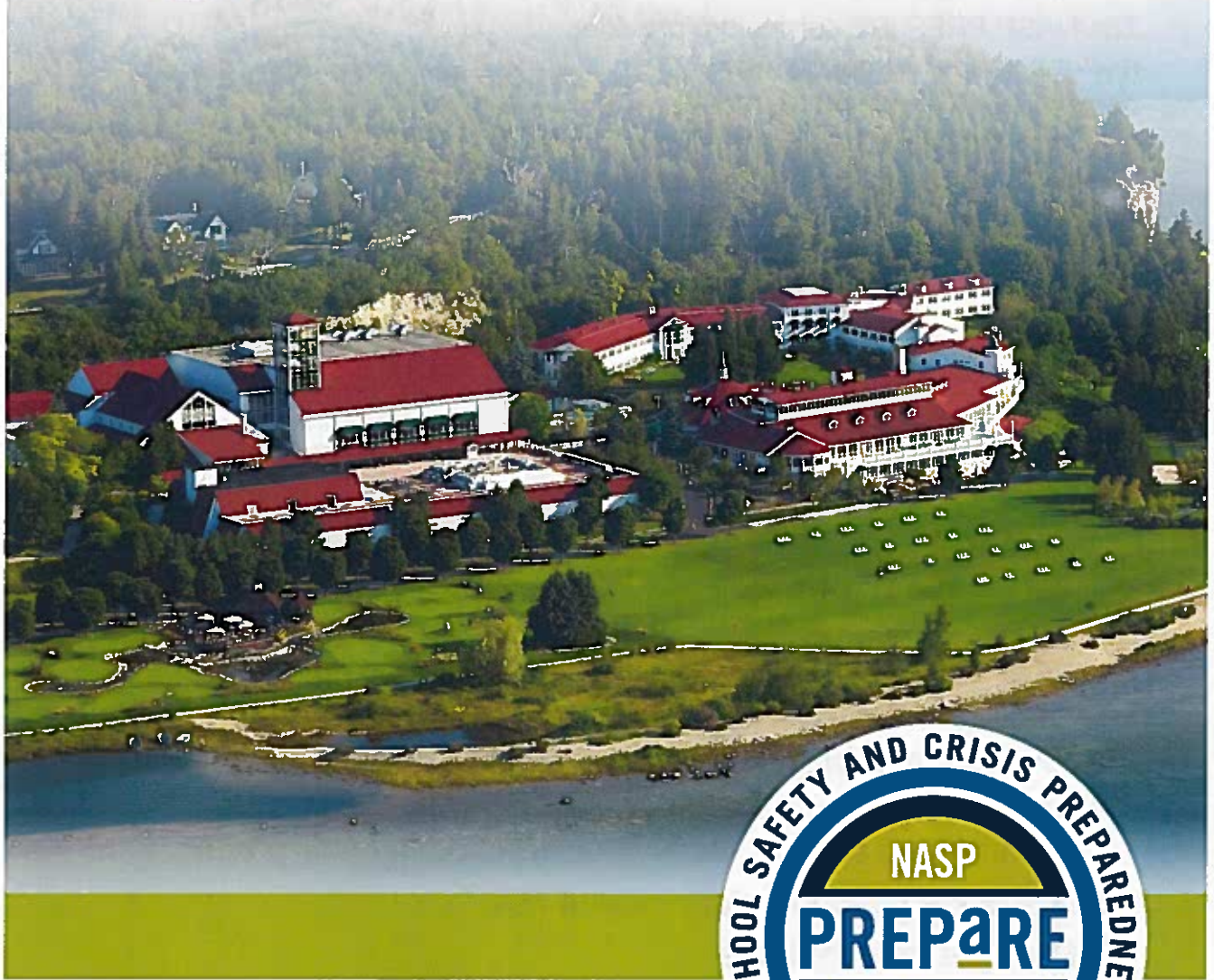
Every school has access to the services of a school psychologist, although some school psychologists serve two or more schools so may not be at a particular school every day. Most often, school psychologists can be reached by inquiring at the school directly or at the district's central office, or by locating contact information on the school or district website.

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MASP

Michigan Association of School Psychologists



SUMMER CONFERENCE

JUNE 20-22, 2018

Mission Point • Mackinac Island, MI

"School Crisis Prevention & Intervention Training Curriculum"



The PREPaRE School Crisis Prevention & Intervention Curriculum

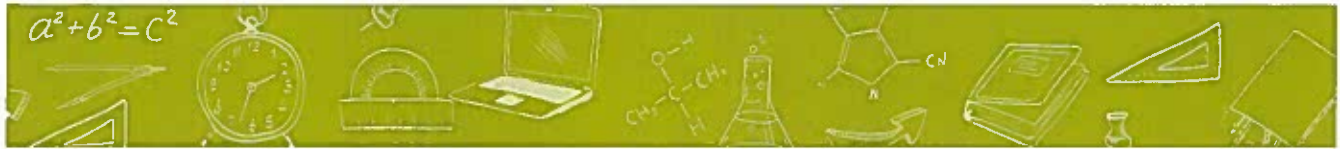
The NASP PREPaRE curriculum provides relevant school personnel with comprehensive training on how to establish and serve on school safety and crisis response teams. The second edition of the curriculum integrates the roles of existing school staff and community providers in terms of the five crisis preparedness mission areas (prevention, protection, mitigation, response, and recovery) and grounds them in ongoing school safety efforts.

The curriculum incorporates basic principles articulated by the U.S. Departments of Education (2013) and Homeland Security (2008), as well as the Incident Command System delineated by the National Incident Management System (NIMS).



The PREPaRE model emphasizes the following hierarchical and sequential set of activities:

- P Prevent** and prepare for psychological trauma
- R Reaffirm** physical health and perceptions of security and safety
- E Evaluate** psychological trauma risk
- P Provide** interventions
- a and**
- R Respond** to psychological needs
- E Examine** the effectiveness of crisis prevention and intervention



School Crisis Response

The PREPaRE curriculum has been developed by the National Association of School Psychologists (NASP) as part of its decades long leadership in supporting school crisis prevention and response capabilities at the local level.

Developed specifically for the school context, PREPaRE:

- Incorporates prevention, protection, mitigation, response, and recovery
- Addresses both physical and psychological safety
- Builds on existing personnel, resources, and programs
- Facilitates collaboration with community providers and first responders
- Integrates with ongoing school safety efforts and multitiered systems of support
- Develops skills important to coping with trauma
- Provides for sustainability through a training of trainers model
- Is adaptable to individual school needs and size
- Aligns with federal emergency management guidance
- Supports legal compliance regarding crisis preparedness

The PREPaRE model has been implemented in school districts in all 50 states and in multiple countries, and it has proven highly effective for schools committed to improving and strengthening their school safety and crisis management capacities.





The PREPaRE curriculum includes two core workshops:

WORKSHOP 1

Crisis Prevention and Preparedness: *Comprehensive School Safety Planning*

This 1-day workshop provides school mental health professionals, administrators, security officers, and other educators knowledge and resources important to establishing and sustaining comprehensive, ongoing school safety and crisis prevention, mitigation, and preparedness. Making use of existing personnel, resources, and programs, PREPaRE can be adapted to a school's needs and size. Specific attention is given to developing, exercising and evaluating safety/crisis teams and plans, and integrating school and community crisis response personnel. Also addressed are issues associated with the media, social media, technology, students with special needs, culture, and memorials. Training reinforces improved school climate, student behavior and academic functioning, student resilience, and school staff crisis response capabilities.

WORKSHOP 2

Crisis Intervention and Recovery: *The Roles of School-Based Mental Health Professionals*

This 2-day workshop provides school-based mental health professionals and other school crisis intervention team members with the knowledge necessary to meet the mental health needs of students and staff following school-associated crisis events. This workshop teaches participants how to prevent and prepare for psychological trauma, help to reaffirm both the physical health of members of the school community and students' perceptions that they are safe and secure, evaluate conduct psychological triage, respond to the psychological needs of the school community utilizing a multitiered approach, and examine the effectiveness of school crisis intervention and recovery efforts. This workshop is an excellent course for all professionals in your district who provide mental health crisis intervention services.